DOCUMENT RESUME

ED 286 686 RC 016 406

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TITLE Facilitator's Guide to Staff Training for the Rural America Series. Module XIV: Case Studies. Research and Development Series No. 149O.
INSTITUTION Northern Michigan Univ., Marquette. School of Education.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS AGENCY Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
PUB DATE Oct 78
GRANT G007605052; G007605225
NOTE 40p.; For related documents, see ED 167 811, ED 170 477, and RC 016 392-409. Product of the Cooperative Rural Career Guidance System Consortium.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adult Education; *Career Education; Case Studies; Cooperative Programs; Elementary Secondary Education; *Guidance Programs; *Leadership Training; Learning Activities; Learning Modules; Postsecondary Education; *Program Development; Program Guides; *Rural Schools; Small Schools; Staff Development
IDENTIFIERS *Facilitators; *Rural America Series

ABSTRACT

This module helps the facilitator in training other educators in the effective use of a wealth of field test data gathered through case studies of all nine sites at which the Rural America Series has been rigorously field tested over a 15-month period. The module is particularly valuable in assisting program planners to anticipate and avoid errors in future staff development and program planning for guidance services in rural and small schools. Techniques suggested to present module concepts are a role play interview (text included), small group analysis of specific case studies, and a large group discussion directed at a panel composed of selected participants. Key aspects of the field test outlined in the facilitator summary indicate that: these nine real life examples of the planning process met with varying degrees of success and progress, administrative support is essential for project support, community involvement was not as extensive as hoped, inter-institution cooperation could have been expanded, planning committees were mostly advisory in nature, most sites did make significant progress in planning, and outside support and technical assistance are desirable. (NEC)

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Research and Development Series No. 149O

FACILITATOR'S GUIDE TO STAFF TRAINING FOR THE *RURAL AMERICA SERIES*

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Cooperative Rural Career Guidance System

RC016406

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- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

Research and Development Series No. 149O

FACILITATOR'S GUIDE TO STAFF TRAINING FOR THE *RURAL AMERICA SERIES*

MODULE XIV: CASE STUDIES

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These materials were developed by the National Center for Research in Vocational Education, The Ohio State University, Columbus, Ohio, and Northern Michigan University, School of Education, Marquette, Michigan through two separate grants from the United States Office of Education, Bureau of Occupational and Adult Education, under Part "C," Vocational Education Act of 1963 as amended Research Legislation. The opinions expressed, however, do not necessarily reflect the position or policy of the Office of Education, and no official endorsement by the Office of Education should be inferred.

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The National Center for Research in Vocational Education Grant No.: G007605052

Northern Michigan University Grant No.: G007605225

FOREWORD

The National Center for Research in Vocational Education has been actively developing materials for the special guidance program needs of rural and small schools since 1975. During the ensuing period, a 16-volume set of career guidance program materials for rural and small schools entitled the *Rural America Series* was produced. The development and original production were funded by the U.S. Office of Education, Bureau of Occupational and Adult Education, Part "C," Vocational Education Act of 1963 as amended Research Legislation. Since its completion, the *Rural America Series* has enjoyed widespread national distribution with over 1,200 sets now in the field. In 1976-1978 the National Center in conjunction with Northern Michigan University was funded to test the planning process contained in the Series and to develop several supplemental materials.

One such supplement is the *Facilitator's Guide to Staff Training for the Rural America Series.* It consists of 18 separate modules of which this document is one. The *Guide* is designed to assist state department of education personnel, guidance supervisors, and guidance counselors in training others to understand and utilize the *Rural America Series*. Each module of the *Guide* may be used independently or collectively in staff development activities. All parts of the *Guide* have been thoroughly tested in statewide workshops sponsored by the states of Florida, West Virginia, Ohio, Illinois, Iowa, Arkansas, Kansas, Washington, Idaho, Wyoming, and the territory of American Samoa. Each workshop was carefully evaluated and suggestions from workshop participants were used to modify and improve the *Guide.*

The "Case Studies" module helps the facilitator in training other educators in the effective use of a wealth of field test data gathered through case studies of all nine sites at which the *Rural America Series* has been rigorously field tested over a fifteen-month period. The module is particularly valuable in assisting program planners to anticipate and avoid errors in future staff development and program planning for guidance services in rural and small schools.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

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MODULE XIV: CASE STUDIES

Module Overview

Instructional Time

Approximately 2 hours

Module Description

The facilitator initiates the module by describing the nature of the field test of the *Rural America Series*. This is followed by an interview in which the facilitator role plays a program coordinator at a field test site. The coordinator is interviewed by another individual who is interested in planning a career guidance program and would like to know what is involved in the process.

A small group activity in which participants read and analyze specific case studies in *From Idea to Action* then takes place. Approximately 4-5 members of different small groups are asked to become panelists for a subsequent large group discussion. A short module summary concludes the module.

Goals and Objectives

The participants will:

Goal 1 Gain additional understandings of the career guidance program planning process in rural and small schools.

Objective 1.1 Be able to identify factors influencing career guidance program planning endeavors in field test sites.

Objective 1.2 Be able to identify ways in which planning problems could have been overcome.

Agenda

10 min.	Introduction	Large Group	
25 min.	"Hey, Coordinator, Can You Tell Us What Happened?"	Role Play	XIV-5
25 min.	The Field Test—A Closer Look	Lecture Discussion	XIV-13

20 min.	Analyzing and Critiquing Site Plans	Small Group Activity and Panel Discussion	XIV-21
5 min.	Module Summary	Lecture	XIV-23

Module Evaluation

This module consists of activities designed to sensitize participants to the issues and problems encountered in the field test of the planning process outlined in the *Rural America Series*. As such, the module should be evaluated in an unobtrusive manner. During the interview, the small group activity, and the panel discussion, the facilitator could observe the degree to which "involved" participation is occurring. Specifically, the facilitator could look for the following:

1. Active and widespread participation in the large and small group discussions. Are many comments and ideas being offered?

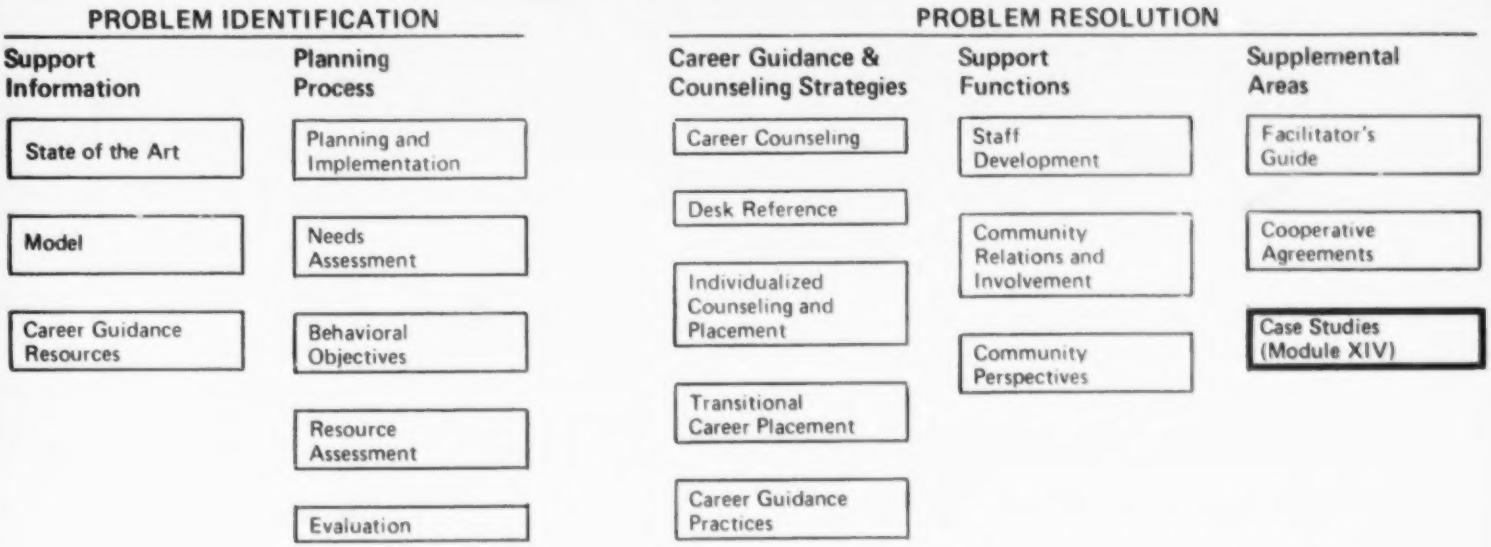
2. The degree to which the case studies stimulate small group discussion.

In addition to the above considerations, a short module-specific questionnaire has been included in the participant handouts section of the module. If the module is part of an extended (multiple day) workshop, the use of the overall workshop questionnaire (see Appendix A) is recommended at the completion of the workshop instead of the shorter questionnaire.

Relationship to the *Rural America Series*

See chart on next page.

THE RURAL AMERICA SERIES (HANDBOOKS)



The small boxes on the above chart represent the handbooks of the *Rural America Series.* In this module, "Case Studies, ' the handbook entitled *From Idea to Action—Career Guidance Plans of Rural and Small Schools* will be covered. The chart generally flows from left to right and illustrates the program development process described in the series. The "Case Studies" module focuses on the field test of that process in nine (9) rural and small schools spread throughout the country. It provides realistic examples of the problems and issues encountered in program development as well as the successes achieved.

ACTIVITY TITLE:

Hey, Coordinator, Can You Tell Us What Happened?

DURATION:

25 minutes

FACILITATOR OUTLINE	NOTES

Prior to starting this activity arrange for one of the participants to interview you, the career guidance program coordinator at a small rural school, with regard to planning and development of a career guidance program. The script for the interview is in the text below. Interview questions are contained in "Interviewer's Script," p. XIV-26.
Note: It is based on the case study report and the plan generated by the Barksdale, Texas field test site, and the facilitator should review this report and the first three short chapters of the handbook before conducting the interview.

As an option the facilitator could develop answers to the questions using one of the other site chapters as the basis for responding.

Chapter IX, *From Idea to Action—Career Guidance Plans of Rural and Small Schools*

A. Setting the Stage for the Interview—Explaining the Field Test

1. In March 1977—June 1978 nine rural and small schools spread throughout the United States participated in the field test of the *Rural America Series*. The sites are located in places such as Cashmere, Washington (far west), East Corinth, Maine (far east), Barksdale, Texas (south and west), and Crystall Falls, Michigan (far north).

2. The test was not of the total Series itself or of specific materials in the Series.

3. The test focused on the planning process stressed in the Series. The use of the Series and the materials contained in it were highly recommended but not mandatory. And indeed, in some cases, the field test sites did use other materials.

4. Personnel from seven sites were trained for three days in Columbus, Ohio prior to the initiation of the field test. Personnel from two other sites were trained directly on-site.

5. Each site signed an informal type of contract or agreement with the National Center for Research in Vocational Education regarding their participation in the test.

FACILITATOR OUTLINE	NOTES
6. The requirements for site participation in the test were as follows: • Commitment to the program contained in the *Rural America Series* and to the concept of career guidance. • Appointment of one individual at a site to coordinate all field test activities. • Provision of time for this individual to implement the planning of the program. • The involvement of a nearby postsecondary (junior or community college or a postsecondary vocational school) institution was necessary for the test. Indeed, in some instances, the representative of the postsecondary institution actually coordinated the test. • The formation of an active planning (not advisory) committee to participate in the completion of field test tasks. The committee was to include representation from local business, industry and labor, if at all possible. • The assessment of needs including the collection of "hard" data. The focus here was on the determination of valued goals for the community and, in turn, the degree of student achievement with respect to those goals. • The assessment of school and community resources—both human and material resources. • The specification of student behavioral objectives based upon the assessments of needs and resources. • The generation of a written program plan based upon the completion of the phases/parts of planning specified above. • And lastly, maintaining regular communication with the National Center by either phone or mail contact. 7. The responsibilities of the National Center included: • The provision of initial training for the sites prior to the initiation of the test.	

FACILITATOR OUTLINE	NOTES

- The provision of copies of the *Rural America Series* to all participating institutions in the field test.

- The maintenance of regular communications between the National Center and the sites either by phone or mail contact—generally every two weeks during the school year.

- Visitation to each site on an as-needed basis, up to four total times per site. These visits included a final one to conduct interviews and to assist with the compilation of the site report and career guidance plan.

- Technical assistance to sites regarding material that could be used for the planning process and recommendations/explanations of that process.

- The development, publication and distribution of a case study handbook (*From Idea to Action—Career Guidance Plans of Rural and Small Schools)* that includes the plan/report of each district involved in the test. (National recognition may have been an important motivational factor for participating in the test.)

8. The above points are a basis set of parameters that describe the field test of the *Rural America Series.*

- At the end of the field test, coordinators, planning committee members and other school staff members were interviewed. This interview is a shortened version of one conducted with a coordinator for a field test site.

B. The Interview

1. Introduce the interviewer to the group as (*Mr., Mrs., Miss, Ms.*) inquisitive and interested counselor.

2. Introduce yourself as the rural/small school counselor who has just completed the planning of career guidance program using the *Rural America Series*. Use your imagination to describe the rural/small community in which the school is located.

3. Place two chairs in front of the participants for the purposes of the interview.

4. Use the script that follows for the interview.

FACILITATOR OUTLINE	NOTES

SCRIPT

INTERVIEWER: Hey, coordinator (name) can you tell us what happened when you planned that new career guidance program in your district? Let's be more specific, were you assigned to your role or did you volunteer for it.

COORDINATOR: I was *volunteered*. The day after I accepted the job as counselor of this district I was told about this new program and to attend a meeting about it with someone from The Ohio State University. There I learned I was to coordinate the program.

INTERVIEWER: Did you have any reluctance to assume this role?

COORDINATOR: No, not really. I liked the concepts behind the program and thought it would really be good for this school and the students.

I was a little concerned about time however. You see, I'm a part-time counselor here—about 2 hours a day—and the rest of the time I teach. The school is very small (250-300 students in grades 7-12) but I still was concerned over the amount of time required to do a quality job with the program.

INTERVIEWER: Were you the only coordinator for this program?

COORDINATOR: No, I was the second coordinator and for awhile this change really affected our overall planning. I came in after the end of the school year in 1977 and I had to essentially start planning anew the next fall. I even had to form a new planning committee and that was difficult.

And another thing. During the summer our administration changed and the new administration had other more pressing priorities than this one. The responsibility for this program fell heavier upon me than I had anticipated.

INTERVIEWER: Could you tell me something about your planning committee such as who its members were, and how the committee functioned?

COORDINATOR: Well, I know what those people at Ohio State wanted but I had to take into account that I was restarting the program. In the interest of time I decided to work with a small committee—smaller than they recommended—and one composed of primarily school people. I had six committee members with four members coming from the school.

FACILITATOR OUTLINE	NOTES
I would like to have involved people from the business, industry and labor communities but we're a fairly small community and don't really have much in the way of these groups. INTERVIEWER: Was your committee advisory in nature or did they take a more active role in planning? COORDINATOR: I'd really have to say that they were mostly advisory in nature, and I did frequently seek their advice. In the beginning, especially for needs assessment we met frequently, every 2 weeks or so, to review forms/questionnaires before they were sent out to parents, the faculty and so forth. It was a very busy period. INTERVIEWER: To what extent has the postsecondary institution been involved in this planning effort? COORDINATOR: Not very much. We seemed to start out with good cooperation but it fizzled. I guess it was primarily our fault. The postsecondary institution is nearly 45 miles away and I was anxious to restart the program in the fall. I felt that many times they were just too far away to be involved or that I would be imposing upon them. I probably should have involved them more. INTERVIEWER: Very briefly describe your needs assessment process. COORDINATOR: Well, we closely followed the process described in the needs assessment handbook of the *Rural America Series*. We administered goal and subgoal questionnaires to parents, students, business people, and staff members. This went fairly well. For example, we sent out 160 questionnaires and received 92 (nearly 58%) back. Because we had some problems with terms and jargon on the questionnaire we were quite satisfied with the return. After we had determined the subgoals of highest importance to our community we carefully examined the student achievement test provided in the *Rural America Series* as well as other instruments and decided to use the instruments in the Texas Career Education Measurement Series (available from the Texas Education Agency). This series has objectives very similar to the subgoals and it also has statewide norms to which we could compare our students. We tested 36 students (18 sophomores and 18 seniors) and I just happen to have a copy of the test results handy. Show the transparency entitled "Results of Student Achievement Testing," p. XIV-33.	p. 85, *Career Development Needs Assessment*

FACILITATOR OUTLINE	NOTES
You'll notice that in some areas we did better than the statewide norms. In others we did not fare so well and these we defined as our major needs. As you can see there were four need areas and several of these related to some program ideas I had been thinking about. INTERVIEWER: That's quite interesting. Could you briefly describe for me your resource assessment process? COORDINATOR: Yes, the National Center at Ohio State provided us with $300 in funds for the planning process. So I hired two students at the federal minimum hourly wage to conduct the resource assessment. They distributed the forms to school and community members as well as examining the material resource available here at the school. They haven't quite completed the cataloging of resources at this time but they did identify more resources than I had thought were available here. Nearly 50 people in the area indicated that they would be willing to assist the school with career development programs. I think that's a good start. INTERVIEWER: Yes, I agree. Based upon all these planning activities have you been able to develop a program plan and implement program activities? COORDINATOR: With the help of National Center staff we generated a program plan and we even started to implement it. Since this is a small school I've gone around to each classroom teacher and discussed the concepts of career education and career development. Then in most cases, we teamed up to make a presentation to the class regarding careers in the particular subject matter the students were studying. The cooperation of the classroom teachers was excellent and the students genuinely seemed interested. In addition a small amount of district funds was appropriated for the establishment of a career resource center. I have started the center and explained what it is and how it can be used to the classes I visited. In fact I'm kind of sneaky. I give students their scores on standardized achievement tests in the career resource center. Then many of them have an immediate opportunity to browse through materials related to careers of interest to them. All in all we have a long ways to go in terms of fully developing our program in such areas as school community cooperation, the involvement of the postsecondary institution, elementary career guidance programs, and so forth—but I think we've made a lot of progress in the few short months from the time we reinitiated the program. Don't you think so?	

FACILITATOR OUTLINE	NOTES

INTERVIEWER: Yes, I do. Let me ask you one final question. What now is your overall perception of your involvement in the career guidance program?

COORDINATOR: I'm certainly glad that the planning phase is over. I wouldn't like to do that again although it would be much easier now that I've been through it. But I'm glad we did it and I know the results are worthwhile for our students.

C. Participant Comments/Questions

1. Ask participants for any comments or questions they might have.

2. Note: Responses to several typical questions that might be raised are listed below.

   - The field test of the *Rural America Series* did not require participating schools to utilize only the materials, forms, etc. contained in the Series. They were free to use other materials if they felt they were more desirable for their local situation and indeed some schools did.

   - Schools were selected to participate by means of state department contacts. State supervisors nominated 15 schools but six declined due to the March start-up date of the project. This date conflicted with already established school programs.

   - Not much in the way of program activities occurred during the summer months.

   - Almost all of the participating sites required assistance in putting together the final site plan/report.

   - The coordinators averaged about 5-10 hours a week on the program.

   - Other major aspects of the field test will be discussed in the next activity, "The Field Test—A Closer Look."

ACTIVITY TITLE:

The Field Test—A Closer Look

DURATION:

25 minutes

FACILITATOR OUTLINE	NOTES
A. Who Was Involved in the Field Test?	
1. Nine Sites • Pretty Prairie, Kansas • Somerset, Kentucky • East Corinth, Maine • Crystal Falls, Michigan • Hatch, New Mexico • Nelsonville, Ohio • Barksdale, Texas • Cashmere, Washington • Brillion, Wisconsin	Acknowledgements, *From Idea to Action*
If a map of the United States is available, the facilitator might want to point out the field test locations.	
2. Institutions • At eight sites the comprehensive secondary school was a major participant and in one case the secondary vocational school was a participant in the field test. • At four sites the postsecondary schools played a major role in the field test. In the other sites their involvement was limited or nonexistent.	
Ask participants at the workshop to suggest reasons why this lack of involvement may have occurred. Some suggestions might be: • Physically too distant • Unclear as to role expectations • Uncertain as to how it might benefit their institution If time permits ask participants to suggest ways of overcoming this lack of involvement. Some suggestions might be: • Focus planning on the transition from high school to postsecondary • Assign part of the planning directly to the postsecondary institution	

FACILITATOR OUTLINE	NOTES
• At three sites more than two educational agencies cooperated in the field test.	
3. Responsibilities	
• At seven sites the coordination of the project was the responsibility of the secondary school.	
• At two sites postsecondary institutions assumed this responsibility.	
B. What Is the Nature of the Sites Involved?	pp. 7-8, *From Idea to Action*
1. Size	
• *Largest* site is Somerset, Kentucky, with a community population of 16,000 and a K-12 population of 1,400.	
• *Smallest* sites are Pretty Prairie, Kansas and Barksdale, Texas, 700 residents and 365 students, and 50 residents and 392 students, respectively. Note: Barksdale is near the center of a physically large, consolidated district.	
• There is a wide range of sites in the middle.	
2. Degree of "Ruralness"	
• Barksdale, Texas is quite distant from nearest city of any appreciable size. Same thing is generally true for Crystal Falls, Michigan and Hatch, New Mexico.	
• Other sites, e.g., East Corinth, Maine, Brillion, Wisconsin are much closer to more heavily (50,000–60,000) populated communities.	
• Degree of "ruralness" in terms of being in a community of 2,500 or less and 25 miles or more from a community of 25,000 or more varied across the sites in the test.	
Time permitting one might ask "What does being rural mean?" Is it only defined by location and demographics?	See Module I, Understanding the Need
3. Community Make-Up	
• Most of the sites were primarily white with two sites having sizeable (50%, 80%) populations with Spanish surnames.	

FACILITATOR OUTLINE	NOTES
4. Prior Career Education/Guidance Programs • Extensive nationally recognized career education (not guidance) program endeavors in the Cashmere Public Schools. • Barksdale, Texas has very little exposure to or involvement in this type of programmatic effort in the past. • Across the nine sites there was great variation in regard to past career education efforts. Career guidance endeavors and especially ones that were planned in detail were less evident across the nine sites. 5. Overview of Sites • Wide cross section of sites and geographical locations represented. • Need for career guidance programs was clear. • Generally speaking the sites were representative of rural/small schools across the country. **C. Results of the Field Test** For this section, the facilitator, time permitting, should involve participants in the discussion of the field test results. By asking leading questions the facilitator can assist participants in internalizing the results. Questions such as—How many (or much) do you think of _____ has occurred? or What do you think those interviewed cited as reasons for this event taking place?—are excellent discussion starters. 1. Coordinator's Role and Perceptions • Seven (out of 13) coordinators volunteered for the position; the other six were assigned. • The major reason cited for not wanting the coordinator's role was lack of time. • Most coordinators were counselors. • Five of the nine sites had coordinator changes.	pp. 11-17, *From Idea to Action*

FACILITATOR OUTLINE	NOTES

- The changes led to greater progress or further loss of time.
- The coordinators had a variety of additional duties including scheduling, administration and other miscellaneous ones.
- The majority of coordinators spent 5-10 hours a week on the program.
- The coordinators liked *most*: the concepts underlying the program; the idea of community involvement in the program; and the working relationship with the National Center.
- They liked *least* the short time lines of the field test and the language on the forms and questionnaires.
- Based on their involvement in the field test coordinators suggested starting at the beginning of the year and moving quickly. They also felt a need for released time and the use of a guidance team and/or subcommittees. (At some sites coordinators, perhaps due to limited prior knowledge or experience, made the planning tasks more complicated endeavors than they really were.)
- Most coordinators reporting used only small (inconsequential) amounts of district funds.
- The coordinators found the tasks possible although the technical assistance of an outside agency was required by nearly all sites.

2. Committee Make-Up and Involvement

- Committee members were selected on the basis of interest and/or constituency they represented.
- Most committee members were not reluctant to participate when asked about their involvement. (Ask if participants find this result surprising.)
- Some committees, after initially being formed, had little active role in the planning of the program. And yet others had a very active, full role particularly with regard to needs assessment (reviewing forms and progress) and resource assessment (reviewing forms and progress and even conducting parts of the assessment).

FACILITATOR OUTLINE	NOTES
• Committee involvement dropped off with regard to the development of objectives and the completion of written program plans. • Subcommittees were almost always headed by a school staff member. • Only one committee was fully involved/active in the planning process—the rest were advisory in nature. • A large number of committee members liked dealing with new ideas and using the *Rural America Series*. • They disliked the jargon on forms and educational committee members felt the need for more community involvement and more released time. 3. Inter-Institutional Cooperation and Involvement • Outside of the two sites in which the postsecondary representative was the coordinator of the committee and two other sites, the involvement of the post-secondary institutions was very limited. 4. A Note on Community/Postsecondary Involvement • Overall the conclusion is that the involvement was mixed in nature and not as great as was desirable. • Involving these constituencies proved to be more difficult than anticipated. 5. Outcomes of the Field Test at the Nine Sites	
Refer the participants to the handout entitled "Procedures Used in the Field Test," p. XIV-27.	Chapter I, *From Idea to Action*
• Start by noting that the sites accomplished a great deal in the test period. • Point out that 7 out of 9 sites did complete needs assessment process through the measurement of student achievement. One site relied on data from a past needs assessment and one used an alternative procedure. – Most sites could use series procedures but in a number of cases, series instruments were revised or different ones were selected.	*Wow! But beware of the jargon.*

FACILITATOR OUTLINE	NOTES

- In resource assessment, the sites used the series procedures and forms although with modifications and with varying degrees of completeness.
  - In one site college students surveyed the community resources by going from door to door and then compiled a computerized listing of resources.
  - In another they used mail surveys, door-to-door surveys, and community drop boxes to enhance the return.

- In developing objectives the degree of completeness dropped off and the involvement of the committee in the process definitely changed. Clearly this aspect of planning was more closely seen as a school responsibility.

- The same observation carries over to the development of the program plan. And moreover, only one site had a fairly comprehensive program plan. Seven had developed preliminary plans and one site was not able to complete a written plan.

- Most of the plans were written by only a small number of people on the committee or by the coordinators. Almost all sites needed assistance in generating the final plans.

The facilitator might ask the participants why they think it was difficult for sites to complete the plan. The question is rhetorical in nature.

D. **Summary of Results**

1. Rural and small schools can conduct planning activities and conduct them well.

2. The working agreements across institutions need to be strengthened.

3. The involvement of the rural/smaller community in career guidance programs definitely can be expanded.

4. The influence and technical assistance provided by an outside agency can be a valuable spur to program development.

5. Most positively it should be noted that nearly half of the field test sites are planning to implement parts of the planned program in academic year 1978-79.

FACILITATOR OUTLINE	NOTES
6. If properly done, rural/small schools can derive numerous benefits from being involved in such an endeavor. They are: • Expanded career awareness activities for students. • Greater school-community cooperation. • The development of new and innovative programs. • The assessment of local school needs. • The generation of systematically planned programs rather than fragmented activities. • Greater cooperation across educational agencies. 7. Lastly, at one site this effort has resulted in a regional career guidance project funded by the state office of education.	

ACTIVITY TITLE: Analyzing and Critiquing Site Plans

DURATION: 60 minutes

FACILITATOR OUTLINE	NOTES

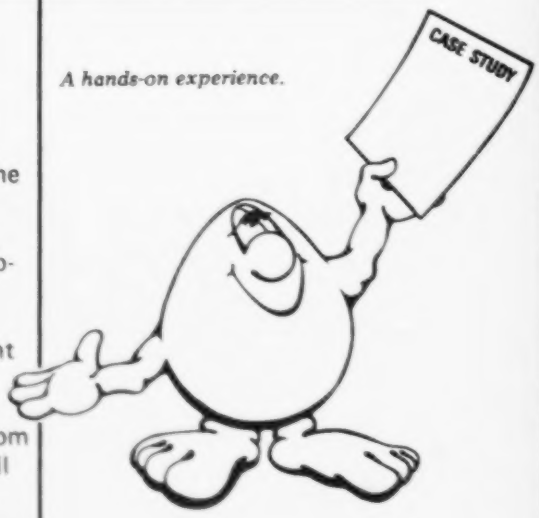
A. Organizing the Activity

1. Explain the purpose of the activity.

   - To have a personal opportunity to review a sample case study of a rural/small school's involvement in the field test.
   - To critically analyze the successes as well as the problems at the local site.
   - To suggest alternative courses of action the site might have followed.

2. Indicate that the case studies in the handbook came from sites representing a wide cross section of rural and small communities from across the United States.

A hands-on experience.



Divide the group into small groups of 5-6 participants each.

Assign one case study (as duplicated from the *From Idea to Action* handbook) to each of the groups. Use the shorter case study chapters, i.e., No. 3, No. 5, No. 6, No. 9, No. 10, and No. 11. Have the group read the case study and skim Chapter 1—"Recommendations to Others." (Suggest that they spend 25 minutes reading.)

The groups should critically analyze the case study using the participant handout entitled "Case Study Review Questions," p. XIV-28. Have participants discuss the case studies focusing on the following: what happened at the site; the degree of progress made; unique problems or issues; and recommendations or ways in which the site could have overcome problems. (Allot 20 minutes for the discussion.)

Tell the groups that one person from each group should be nominated to serve as a panelist for a panel discussion to follow the small group activity.

Note: Another option, if possible, would be to assign all case studies to individuals in advance of the workshop session and then to conduct a large panel and/or group discussion of those case studies during the last hour of this module.

FACILITATOR OUTLINE	NOTES
B. The Panel 1. Have each panel member (one per case study) describe, in order, the case studies they read. (Three minutes per case study) 2. Then have them discuss as a group recommendations or ways in which the sites could have overcome problems. (Allot 15 minutes for the discussion.) 3. Interject comments and observations as appropriate.	

ACTIVITY TITLE: Summary

DURATION: 5 minutes

FACILITATOR OUTLINE	NOTES
A. The Field Test	
1. Briefly reiterate these points regarding field test.	
• Purposes of the test.	
• Sites involved.	
• Length of the test.	
• Key requirements of the test.	
2. Review the results of the Texas field test site as described in the interview.	
• Change of coordinators.	
• Somewhat isolated geographically.	
• Unique needs assessment strategy.	
• Surprising number of local resources that were available.	
B. The Case Studies—Review some of the key aspects of the field test.	
1. Nine real life examples of the planning process.	
2. Varying degrees of success and progress.	
3. Administrative support is essential for project support.	
4. Community involvement was not as extensive as hoped.	
5. Inter-institution cooperation could have been greatly expanded.	
6. Planning committees for the most part were advisory in nature.	
7. But most sites did make significant progress with regard to planning and almost half of the sites were planning to implement parts of the program in the following academic year.	

FACILITATOR OUTLINE	NOTES
8. Outside support and technical assistance are desirable. **C. Summary** Close by noting that the field test showed it could be done and If you don't try You'll never know why. If you don't exert You'll never merit dessert. So get in gear And listen here. It's worth the gain And little is the pain.	

LISTING OF PARTICIPANT MATERIALS

Material	Page(s)
Interviewer's Script	XIV-26
Procedures Used in the Field Test	XIV-27
Case Study Review Questions	XIV-28
Module Specific Evaluation Questionnaire (To be used only if this module is used independently of other modules)	XIV-29

INTERVIEWER'S SCRIPT

1. Hey, coordinator (names) can you tell us what happened when you planned that new career guidance program in your district? Let's be more specific, were you assigned your role or did you volunteer for it?

2. Did you have any reluctance to assume this role?

3. Were you the only coordinator for this program?

4. Could you tell me something about your planning committee such as who its members were, and how the committee functioned?

5. Was your committee advisory in nature or did they take a more active role in planning?

6. To what extent has the postsecondary institution been involved in this planning effort?

7. Very briefly describe your needs assessment process.

8. That's quite interesting. Could you briefly describe for me your resource assessment process?

9. Yes, I agree. Based upon all these planning activities have you been able to develop a program plan and implement program activities?

10. Yes, I do. Let me ask you one final question. What now is your overall perception of your involvement in the career guidance program?

PROCEDURES USED IN THE FIELD TEST

Number in ( ) indicates the number of sites using the procedure out of a total of nine sites.

Planning Process	Procedure(s) Used	Degree of Completeness
Needs Assessment	• Used series procedures and instruments basically as is (3). • Used series procedures and instruments but with modifications (2). • Used a mixture of series procedures and other instruments (2). • Relied on past data (1). • Used another procedure (1).	• Very complete through the measurement of student achievement and comparison to standards (7). • Limited student data but extensive community and staff input (1). • Brief summary of past efforts described (1).
Resource Assessment	• Used series procedures and instruments basically as is (2). • Used series procedures and instruments but with modifications (5). • Continued or expanded existing resource assessment (2).	• Full or partial resource catalogs or files developed including one computerized file (4). • Surveys in process or completed, but resource catalog not done (5).
Development of Objectives	• Developed by committee or through committee input (4). • Developed primarily by coordinator or very small committee (4). • Not completed (1).	• Fairly complete at end of field test (2). • In process at end of field test (6). • Not completed (1).
Development of the Program Plan*	• Developed through committee input and put together by coordinator (5). • Developed by committee and the coordinator (3). • Not completed (1).	• Program plan beyond initial stages (1). • Program plan in initial stages (7). • Not completed (1).

*In all cases National Center staff helped local sites to develop the final program plans.

XIV-27

CASE STUDY REVIEW QUESTIONS

1. What were the main events or occurrences during the field test?
2. To what extent did the planning committee play a major role in the planning process?
3. Who was involved in the planning committee? (school staff? community members? post-secondary representatives?) How often did the committee meet?
4. What procedures were used for conducting the needs assessment?
5. What procedures were used for conducting the resource assessment?
6. What aspects of career guidance does the program plan cover? How extensive is the plan?
7. What problems did the site encounter in planning?
8. What successes or unusual events occurred?
9. What recommendations do you have for improving the planning process at these sites?
10. How applicable is this case study to your district?

RURAL AMERICA SERIES

Module Questionnaire: Case Studies

NAME (Optional) _____ TITLE _____

INSTITUTION _____

ADDRESS _____ TELEPHONE _____

DIRECTIONS: Directions for responding to this brief questionnaire are given with each specific question. Your responses will be used to improve the module structure and format.

1. On the left indicate the degree to which the module helped you in gaining the understandings and skills listed below. On the right provide brief comments on how the module could be improved for those sections marked "NONE" or "SOME."

Degree of Growth				Understandings/Skills	Comments
NONE	SOME	MUCH	VERY MUCH		
1	2	3	4	Increase understanding of how rural and small school sites planned career guidance programs.	
1	2	3	4	Develop skills in seeing alternative ways of planning career guidance programs.	

2. To what extent were the materials, processes, and organizational aspects of the module successfully used in the presentation and delivery of the module. For those materials, processes, or organizational aspects that you marked as "unsuccessful" or "slightly successful" provide brief comments as to how they might be improved.

Success				Materials/Processes	Comments
UNSUCCESSFUL	SLIGHTLY	MODERATELY	VERY SUCCESSFUL		
				Materials	
1	2	3	4	Transparency	
1	2	3	4	Handouts	
				Processes	
1	2	3	4	Lecture Presentations	
1	2	3	4	Small Group Work Sessions	
1	2	3	4	Question and Answer Sessions	
				Organizational Aspects	
1	2	3	4	Module Organization in Terms of the Logical Flow of Ideas	
1	2	3	4	Important Concepts Reinforced	
1	2	3	4	The Mix of Activities Helpful in Maintaining Interest	

3. Indicate those aspects of the module that you *liked most* and those that you *liked least*.

Liked Most *Comments*

Liked Least *Comments*

4. SUGGESTIONS: Please provide any suggestions or comments that you have for improving the workshop, workshop materials, etc.

Thanks for your help.

LISTING OF TRANSPARENCY MASTER

Transparency	Page(s)
Results of Student Achievement Testing	XIV-33

RESULTS OF STUDENT ACHIEVEMENT TESTING

Subgoal Statement	Percentage Correct	Acceptable % According to Texas Norms	Difference %
The student can explain how values and interest influence career goals.	89%	91%	– 2%
The student can identify school skills needed in different occupations.	87	83	+ 4
The student understands the use of standardized tests in self-assessment of aptitudes.	74	86	–12*
The student can define a personal value system.	84	93	– 9*
The student can demonstrate skills in investigating specific occupations.	82	87	– 5*
The student can explain how supply and demand affects money rewards from many occupations.	92	86	+ 6
The student can evaluate decision-making information.	97	86	+11
The student can identify career planning processes.	81	93	–12*

*Starred differences indicate those selected as priority need areas.

SUPPLEMENTS TO THE *RURAL AMERICA SERIES* (1978)

Increasing Guidance Effectiveness Through School-Community Cooperation

From Idea to Action: Career Guidance Plans of Rural and Small Schools

Facilitator's Guide to Staff Training for the *Rural America Series*

RURAL AMERICA SERIES (1976-77)

Career Guidance Program Support Information Documents

- State of the Art Review
- Life Role Development Model
- Career Guidance Resources

Career Guidance Program Process Handbooks

- Planning and Implementation
- Career Development Needs Assessment
- Behavioral Objectives
- Resource Assessment
- Deciding Via Evaluation

Career Guidance and Counseling for Groups and Individuals Handbooks

- Career Counseling in the Rural School
- Desk Reference: Facilitating Career Counseling and Placement
- An Individualized Approach to Career Counseling and Career Placement
- Transitional Career Placement in the Rural School
- Career Guidance Practices

Career Guidance Program Support Functions Handbooks

- Staff Development
- Community Relations and Involvement
- Rural Community Perspectives Toward Career Development

For ordering information (individual and quantity prices) and/or in-service training technical assistant, contact:

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